DOCUMENT RESUME

ED 443 437 IR 057 873

AUTHOR	Lescure, Susan D.
TITLE	History of the George J. Mitchell Elementary School Library Media Center, Little Egg Harbor Township, New Jersey.
PUB DATE	2000-05-02
NOTE	66p.; MA Thesis, Rowan University.
PUB TYPE	Dissertations/Theses - Masters Theses (042)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Elementary Education; Elementary Schools; Learning Resources Centers; *Library Development; Library Services; Library Surveys; *School Libraries
IDENTIFIERS	*Library History

ABSTRACT

The purpose of this case study was to identify the factors that led to the formation of the George J. Mitchell Elementary School Library Media Center (Little Egg Harbor Township, New Jersey), and to give local historical reference to the community about the library services offered. Data were collected through literature, face-to-face interviews, documents, observations, and site visitations. Historical developments illustrated relevant patterns in the evolution of library service to elementary schools. The research was used to inform the community about the history of the library using the district's Web page. Five tables present information on Little Egg Harbor Township enrollment; population of Little Egg Harbor Township; comparison of percent growth; population trend; and district librarians and their staff. Questionnaires for board member, Giffordtown alumna, school librarians, and staff member are appended. Contains 68 references. (AEF)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 443 437

HISTORY OF THE GEORGE J. MITCHELL ELEMENTARY SCHOOL LIBRARY MEDIA CENTER LITTLE EGG HARBOR TOWNSHIP, NEW JERSEY

by
Susan D. Lescure

A Thesis

Submitted in partial fulfillment of the requirements of the
Masters of Arts Degree
of
The Graduate School
at
Rowan University
May 2, 2000

Approved by _____
Assistant Professor

Date Approved _____

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
  Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

S.D. Lescure

IR057873

BEST COPY AVAILABLE

MINI-ABSTRACT

Susan D. Lescure. History of the George J. Mitchell Elementary School Library Media Center, Little Egg Harbor Township, New Jersey. 2000. Dr. Holly G. Willett, Program in School and Public Librarianship.

This study was done to identify the factors that led to the formation of the George J. Mitchell Elementary School Library Media Center and give local historical reference to the community about the library services offered.

ABSTRACT

Susan D. Lescure. History of the George J. Mitchell Elementary School Library Media Center, Little Egg Harbor Township, New Jersey. 2000. Dr. Holly G. Willett, Program in School and Public Librarianship.

The purpose of this case study was to identify the factors that led to the formation of the George J. Mitchell Elementary School Library Media Center and give local historical reference to the community about the library services offered. Data was collected through literature, personal communications, documents, observations, and site visitations. Historical developments illustrated relevant patterns in the evolution of library service to elementary schools. The research was used to inform the community about the history of the library using the district's web page.

Acknowledgements

I would like to thank God for giving me the patience, endurance, and support that I needed to get through the master's program and this thesis. I would like to thank my husband, Clark, for his understanding, encouragement, prayers, and patience. I appreciate and thank my daughters, Rebecca and Sandra, for their support and help during the year in giving me time to work on the computer. I would like to thank my mom, Joanne Burd, for supplying me with all the resources and information I needed for this thesis. And, to the staff and alumni of the George J. Mitchell Elementary School, a big thank you for sharing your information and memories that helped to unfold our local history.

Table of Contents

Chapter		Page
	Acknowledgements	ii
	Table of Contents	iii
	List of Tables	iv
1.	Introduction	1
2.	Literature Review	17
3.	Methodology	21
4.	Presentation and Analysis of Data	25
5.	Summary and Conclusions	45
	References	48
	Appendix	53

List of Tables

Table 1. Little Egg Harbor Township Enrollment.....30

Table 2. Population of Little Egg Harbor Township.....31

Table 3. Comparison of Percent Growth.....32

Table 4. Population Trend.....33

Table 5. District Librarians and Their Staff.....38

Chapter 1

Introduction

In 1970, a 25,000 square foot addition to the George J. Mitchell Elementary School (then known as the Little Egg Harbor Elementary School) was built in Little Egg Harbor, New Jersey. This addition consisted of a school library, nine classrooms, a multipurpose room, a kitchen, a health room, and administrative offices. Until that time, the school did not have a library.

The history of the George J. Mitchell Elementary School Library from its beginning in 1970 to April 2000 was collected and compiled. It was time-consuming, but not difficult. The primary source materials came from the school district board minutes, master plans, yearbooks, reports, school policies, photographs, as well as local/national newspaper and journal articles, and earlier local histories. The people who were there as librarians, board members, and teachers were still alive which meant it was a good time to conduct this research. For this research, a literature search was done for books and articles on the history of school libraries in the United States and New Jersey, and what school library programs have accomplished about conducting oral history research. The information was interesting and informative to the community and school district, and some of it was included on the school district's web page.

History of School Libraries in the United States

In order to understand the history of the library at the George J. Mitchell Elementary School, it was necessary to understand the development of the elementary

school library. The idea of providing space, books, and teachers in schools in America could be traced back as far as the 1630's to the West India Company in the Dutch colony of New Netherland (Brewer, 1970, p. 1; Michigan University, 1967, p. 6). The idea of placing a library in the elementary school could be traced back to France. The French development of elementary school libraries influenced the United States during the early 1800's when Governor DeWitt Clinton of New York visited Europe. It was after this stay that Governor Clinton placed the school library in a position of prominence in his educational ideals. He recommended the formation of better school systems to the New York legislature in 1827. One of his proposals for better schools was that a "small library of books should be placed in every school house" (Brewer, 1970, p. 2; Cecil, 1940, p. 42). Although he was outspoken in support of school libraries, it was not until 1835 that the voters of New York passed a law permitting school districts to levy a tax specifically for library use. On May 1, 1838, a law establishing common schools was passed stipulating that any library in a school district was to be of "equal benefit of all persons residing in the school district" (Pennypacker, Voss, Scott, McNally, Kuhlthau, 1997; Murray, 1899). In 1839 the Trustees of the School Fund that was established under the new law suggested that provisions be made for "supplying every district school with a small library together with a few globes, maps, and other similar aids in the acquisition of knowledge" (Pennypacker, Voss, Scott, McNally, Kuhlthau, 1997; Burr, 1942). However, in 1840 the New Jersey Legislature had "passed no law relating to the establishment of school libraries" (Pennypacker, Voss, Scott, McNally, Kuhlthau, 1997; Lane, 1948). School district libraries in New York grew until 1843 when authority was granted permitting library funds to be used for the purchase of school equipment and payments of

teachers' wages. At that time, 125 books were the minimum recommended for the districts having 50 children or fewer. By 1874 the number of volumes held by schools had so steadily declined that the superintendent recommended that the law of 1835 be repealed. The development of libraries in New York was characteristic of school library development in other Northern and New England states (Brewer, 1970, p. 2). By 1890, few elementary school libraries existed. Classroom libraries were the prevalent types of book collections in 1900. While some schools had been cooperating with public libraries to bring library service to their pupils, others had purchased books from their school funds and placed them in individual classrooms. The individual classroom libraries were popular with teachers because they felt they could supervise what the children read. The National Education Association recommended that "A collection of 50 books in a room chosen with reference to the age and ability of the pupils in that room is the most satisfactory means of forming a taste for good literature" (Brewer, 1970, p. 3; Newcomb, 1899, p. 527).

The great turning point for elementary school library development in this century came with the publication of "Elementary School Library Standards" in the *Fourth Yearbook of the NEA, Department of Elementary School Principals*, in 1925, and later published by the American Library Association. This publication paved the way for development of centralized elementary school libraries (Brewer, 1970, p. 3; Certain, 1925, p. 327). The standards were very comprehensive, covering a definition of the library, a book collection, architectural specifications, administrative requirements, library instruction, budget, and a basic list of 212 books for the beginning elementary school library. Some progress was made until the depression of the 1930's when funds

were not available and when school administrators hesitated to initiate a school library program for each elementary school.

By 1940, ten states had developed some guidelines for the development of elementary school libraries (Brewer, 1970, p. 4; U.S. Office of Education, 1954, p. 11). The publication and availability of guidelines for use by school systems undoubtedly influenced the building of elementary school library collections of books. Statistics for 1940 indicate that there were 954 full-time elementary school librarians employed in the public schools of the United States, but a total of 5,165 centralized elementary libraries were reported to be in existence. In 1940 slightly over 8% of the schools in the 94,254 elementary school systems in the United States had no type of library service (Brewer, 1970, p. 4; U.S. Office of Education, 1944, p. 50).

In 1945, with the publication of *School Libraries for Today and Tomorrow*, the American Library Association published a national set of minimum recommendations for school library development (Brewer, 1970, p. 5; ALA, 1945). Although these guidelines were not detailed, they did present an organized approach toward school library development. These standards were general guidelines for the development of all types of school libraries. After that publication more libraries were developed. However, in 1954 the U.S. Office of Education issued a statistical publication on this development which showed that 46 states had developed some guidelines for the improvement of libraries on the secondary school level, but only 30 had made any definite recommendations for the elementary school library. Approximately 75% of the elementary schools were without school library services. Although classroom collections and other types of library service provided limited resources, they were not equivalent to centralized elementary school

libraries. Millions of children were without elementary school library services (Brewer, 1970, p. 5; U.S. Office of Education, 1954, p. 11).

Incentives

In order to foster development of libraries for elementary schools, many incentives were given. The following timeline highlights these incentives and acts that helped to develop libraries.

1930s - Carnegie Corporation supported public libraries; Rosenwald grants directed toward development of Negro elementary and high school libraries in the South.

1958 - National Defense Education Act - funds available to schools for the primary purpose of building resource materials for various curriculum areas.

1960 - Publication of the *Standards for School Library Programs* by the American Library Association which stated basic requirements for truly functional school library programs in the form of both qualitative and quantitative standards, but not comprehensive coverage of the elementary library.

1960s -The American Library Association sponsored two projects to update school libraries. The first project was financed by a grant of $100,000 from the Council on Library Resources, Inc. The School Library Development Project, over a period of 18 months, had as its chief purpose to encourage each state to adopt sound, up-to-date standards for school libraries. Twenty-one grants, totaling $12,000, were made to assist the states in their work and in obtaining printed materials. The second project was financed by a 1963 grant of $1,130,000 from the Knapp Foundation for a five-year demonstration of the optimum educational value of school library services. The first two years of the Knapp School Libraries Project, which emphasized the elementary school

library, saw the selection of five schools from over one hundred applicants. Each of the selected schools had previously made some effort toward library improvement. Each school used the funds as needed in its own unique situation. After the library program was put into action, the Knapp School Libraries Project provided opportunities for groups of people to visit the school. A field worker coordinated the visits and team members were able to apply for reimbursement of its expenses for such visits (Polette, 1975; Sullivan, 1967).

1965 - The Department of Audiovisual Instruction (now the Association for Educational Communications Technology—AECT) of the National Education Association and the Association of Chief State School Officers issued a detailed statement entitled, "Quantitative Standards for Audiovisual Personnel, Equipment and Materials" (Polette, 1975).

1965 - The Elementary and Secondary Education Act was passed by Congress. The act was keyed to poverty and virtually doubled the amount of federal aid available to public schools. There were five provisions in the bill. Title I provided funds for local school districts which educated children from low-income families through state education agencies. Title II authorized distribution of funds to the states for acquisition of library resources, including textbooks and audio-visual materials. Title III provided grants to local school districts for the establishment of supplementary education centers. Title IV made funds available for development of regional educational research and training facilities. Title V provided funds to strengthen State Department of Education (Brewer, 1970, p. 7; Osborne, 1965, p. 65).

The Elementary and Secondary Education Act of 1965 produced a faster growth of elementary school libraries than any previous stimulus. The growth resulted in greater quantity and quality of library materials and the development of school library standards in many of the fifty states. It also resulted in the establishment of some centralized elementary school libraries and funded the appointment of state school library supervisors in many states (Brewer, 1970).

1969 - *Standards for School Media Programs* was published by the American Association of School Librarians (AASL) and AECT, which provided school systems with quantitative recommendations for the major resources, facilities, and equipment for school library/media centers serving all kindergarten through 12th grade. These recommendations integrated the entire instructional resources of the school into a centrally administered school library/media program.

1975 - AASL and AECT jointly published *Media Programs: District and School.* Emphasis in the new standards was on program, defined the role of media as central to the learning process rather than supportive, and the central focus of the document was the user.

On June 26, 1975 the State Board of Education approved an amendment to the *Guide for Schoolhouse Planning and Construction* mandating the development of master plans for educational facilities. "The master plan shall be submitted to the Bureau of Facility Planning Services for review and approval no later than July 1, 1978. The master plan shall be updated every five years thereafter. Whenever a district enters into a major building program it shall submit an updated copy of its master plan along with its

schematic submission to the Bureau of Facility Planning for their approval" (Farrand, 1982, p. 1).

History of New Jersey School Libraries

School libraries in New Jersey have a comparatively short history, even though the first school in the state was opened in the mid-seventeenth century. On "October 6, 1662, Engelbert Steinhuysen was licensed to be a schoolmaster in the town of Bergen. . . His was the first school in what is now the State of New Jersey" (Pennypacker, Voss, Scott, McNally, Kuhlthau, 1997, p. 153; Murray, 1899, p. 108). Not surprisingly, there is no mention of a library or a word of any books.

In his 1848 annual report, T. F. King, the first State Superintendent of Schools, called for placing "within the reach of every individual. . . a large and judiciously selected assortment of books" (Pennypacker, Voss, Scott, McNally, Kuhlthau, 1997, p. 153; Lane, 1948, p. 4). By the 1850s, several legislative acts had provided that a *Webster's Unabridged Dictionary*, a gazetteer and a volume of New Jersey history be purchased and distributed to those schools that requested them. With the creation of State Superintendents of Schools in 1845, the establishment of the State Board of Education in 1866, and the appointment of county school superintendents in 1867, there were continued and diverse calls for school libraries. Despite this interest among the state's educators, it was not until the legislature established free public schools in 1871, and provided a uniform tax base that state aid for school libraries was established. The law passed in 1871 authorized the State Treasurer to pay $20 for library books to every public school upon order of the State Superintendent of Schools, providing there was money

available and the district schools matched the funding. Only a few districts even tried to purchase books.

Annual reports of State Superintendents of Schools mentioned continuing problems. There was uneven development of libraries with some districts having large collections and rooms in which to keep them and other districts having not even applied for available state aid to establish school libraries (Pennypacker, Voss, Scott, McNally, Kuhlthau, 1997, p. 154; Lane, 1948, p. 23). Another problem was that the school district trustees were not able to make a wise selection of books. Superintendent of Schools Charles Baxter, meeting with the newly formed New Jersey Library Association, sought the assistance of public libraries.

The establishment of public high schools in 1895 and 1897 in first- and second-class cities brought a new dimension to the call for school libraries. By the early 1900s a few schools had begun to employ librarians. Sarah Byrd Askew, 1877-1942, Secretary/Librarian of the Public Library Commission, summarized her evaluation of school libraries in 1912 by recommending that their supervision be transferred from the Department of Public Instruction to the Public Library Commission. Also, that greater power be given the Commission over school library operation than the Department of Instruction had held (Pennypacker, Voss, Scott, McNally, Kuhlthau, 1997, p. 154; NJSLMA, 1971). By 1915 only 18 school libraries had been established in the 115 high schools of New Jersey. The public library did have more influence as seen by the July 1916 requirement of the New Jersey Public Library Commission that each school applying for library aid was "to submit in duplicate, a list of intended purchases. The list must be approved by the librarian of the public library. . . It is necessary for schools to

own and keep in the school building certain books of reference needed constantly by teachers and pupils. The greatest number of books needed by them are for temporary use and should be borrowed from the public library" (New Jersey Public Library Commission as cited in Pennypacker, Voss, Scott, McNally, Kuhlthau, 1997, p. 154).

Sarah Askew found that librarianship could provide her with an opportunity to combine her love of reading with a way to help others. In January 1905, after completing her studies in librarianship, she accepted a position as "organizer" for the New Jersey Public Library Commission. Her assignment was to develop and organize libraries in the state, a task she made her life's work. Askew believed that her first job was "to convince the public of the value and use of books to earn, to save, to learn, to enjoy," then to convince the public that libraries were the most economical and efficient method to make books available. She became the driving force for organizing and implementing a statewide program to bring library service to all residents of New Jersey. When she arrived, there were only 66 free public libraries in New Jersey; when she died in 1942, there were over 300 public libraries and 12 county libraries (Oxenford, 1993, p. 103).

The influence of the public library reflected the view that school libraries were branches of the public libraries. What then gave impetus to school library development? Elizabeth White, of the Passaic Public Library, invited librarians who were working with schools to meet in the Passaic High School Library. There, in March 1915, the New Jersey School Librarians' Association (NJSLA) was formed. The 15 charter members represented a majority of the school librarians in the state. The NJSLA was only the second school librarians' association in the United States, and it was destined to be a potent force in school library development (Pennypacker, Voss, Scott, McNally,

Kuhlthau, 1997, p. 155; NJSLA, 1971). Also, in 1915 the position of a school librarian was approved by the Newark Board of Education; until then, the school librarian had been hired by the trustees of the Newark Public Library.

The New Jersey Department of Education, over a period of years, issued policy statements supporting the development of school libraries. In 1932, just 20 years after Sarah Askew recommended that only pedagogical books be kept in the schoolhouse, the state issued *A Manual for Secondary Schools* which stated: "It is impossible for a modern high school to function properly without a library planned and administered for the school. No public library, however well run, can take its place, for the efficient school library is the center of the school and a laboratory for all (Pennypacker, Voss, Scott, McNally, Kuhlthau, 1997, p. 156, State of New Jersey, 1950, p. 99). In a speech delivered in 1947, State Librarian Roger McDonough proposed seven steps for the improvement of elementary and secondary school libraries. Funding the position of a school supervisor became the number one item in the State Library's 1948-49 budget. Roger McDonough was also the prime mover in the establishment of the Rutgers University Graduate School of Library Service in 1954, with Lowell Martin as Dean and Mary Gaver as head of the School Library Department.

Mary Virginia Gaver, professor of library science, editor, writer, publisher, and a national leader in the development of school libraries, was born on December 10, 1906. From 1942 to 1954, she was librarian and associate professor of library service at the New Jersey State Teachers College in Trenton. Mary Gaver was a member of the committee established in 1950 to plan the creation of a graduate school of library science at Rutgers, the State University. Her important contributions led to her appointment as

one of the six original members of the faculty when the school was opened in 1954. As associate professor, from 1954 to1960, and professor, from 1960 to 1971, she was a respected scholar and teacher and trained hundreds of students. Her primary responsibility at the new Graduate School of Library Science was to develop the program for school librarian. Throughout her professional career, Gaver was best known for her work in the establishment and improvement of libraries in both elementary and high schools. In 1959-1960, she directed a research project sponsored by the U.S. Office of Education that led to an influential report titled *Effectiveness of Centralized School Library Services*. She assisted Dr. Frances Henne in preparing *Standards for School Library Programs* and was the first chair of the five-year Knapp School Libraries Project from 1962 to 1965. In 1964, the Library Development Committee of the New Jersey Library Association (NJLA) published a plan for the statewide development of libraries. Gaver, who had served on the committee, co-authored this important report, *Libraries for the People of New Jersey*, with Lowell Martin (Oxenford, 1993, p. 298). In this report, the minimum standards for an elementary school library to achieve were as follows:

1. A collection of at least 6,000 well-selected volumes or 12 volumes per pupil where schools exceed 500 enrollment.
2. A central library suite with tables and chairs and/or individual study tables to accommodate the average sized class plus 10 to 15 students. This is the minimum needed for a normal program of services.
3. Continuing support of the library is essential after the basic collection has been established, at a level of at least $4 to $6 per pupil enrolled.
4. One librarian plus one half-time clerk for each 500 students.
5. Service for each full class day, plus one additional hour per day. (Martin, 1964)

As the plan was implemented, specialized and research libraries, area libraries, and local libraries--which included school, college, and community libraries--were linked in a

network to minimize duplication and to provide expanded service. State aid to these libraries was tied to standards established for each category of library (Martin, 1964, p. 15).

As statewide interest in school libraries grew, the State Library issued two documents in 1956, *Minimal Suggestions for Secondary School Facilities in New Jersey* and *Elementary School Library Facilities in New Jersey*, designed to serve as planning tools for school libraries. The early trend in many communities seemed to be toward a supervisor for all the elementary schools in the town, with volunteers or parents staffing individual schools. Few towns could afford a professional librarian in every school. Libraries staffed with librarians had the strong support of the Congress of Parents and Teachers as well as the NJSLA, who were both inspired by Mary Gaver's publication, *Every Child Needs a School Library*.

The 1960s and the 1970s brought growth, strength, and change. Long-range planning and federal funding were powerful catalysts that fostered the growth and proliferation of school libraries in New Jersey. Long-range planning characterized the first half of the 1960s. The *Standards for School Library Programs*, published by the American Association of School Librarians (AASL), recommended levels of achievement that were far above those of New Jersey school libraries. Whether one examines the ratio of librarians to pupils, number of books, or expenditure per pupil on libraries, New Jersey came up short (Pennypacker, Voss, Scott, McNally, Kuhlthau, 1997, p. 158; American Association of School Librarians, 1960). Federal funding dominated the latter half of the decade. The passage of the Elementary and Secondary Education Act (ESEA) of 1965, Title II, had far-reaching, and long-lasting effects on the development of school library

media programs in New Jersey. The success of ESEA Title I was based on its ease of administration and the extent to which it reflected the best professional judgement of the New Jersey school community. Strong support by the State Library, particularly the consulting services provided by members of the Library Development Bureau, including Jean Harris and Selma Rohrbacher under the direction of Anne Voss, played a key role in this achievement. In December 1965, the New Jersey plan was approved. The first applications were mailed to the 585 public school districts and the 675 private schools in January 1966. The first year's application used books per pupil as an indicator of need; the second year's application used number of filmstrips per pupil. The alternate use of books and audio-visual software as indicators of need encouraged many school libraries to build multimedia collections. The increase in the number of school librarians over a similar period indicated that districts saw the need for librarians to prepare purchases, to maintain an accurate inventory as required by law, and to organize collections for easy access by children and teachers.

Another factor contributing to the growth of New Jersey's school libraries during this period was the vitality of the school library profession itself. The professional association, by now called the New Jersey School Media Association (NJSMA), merged with the New Jersey Association for Educational Communication and Technology in 1977 to form the Educational Media Association of New Jersey (EMAnj). As its conferences, meetings, and publications grew in sophistication, EMAnj became a more potent advocate for the best of school librarianship in New Jersey (Pennypacker, Voss, Scott, McNally, Kuhlthau, 1997, p. 162-163).

When Title III of the Education Act of 1965 made available state monies that could be used to improve school libraries, *The Elementary School Library Collection,* edited by Mary Gaver, became the "bible" for school librarians setting out to establish or upgrade their elementary school library collection. This book, which she edited through eight printings (1965-1973), provided a bibliography for an elementary school library and also provided cataloging information for the collection (Oxenford, 1993, p. 299). It is still a major bibliography and collection development tool.

Research Questions

What prompted the school board of Little Egg Harbor to include a library when it added on to the school in 1970? Did the growth of the area have any impact on its structure or design? Were there any state standards or requirements that affected the design or implementation of the library? What programs were developed for school librarians by Mary Virginia Gaver that affected the value ascribed to school libraries? What was the first librarian's philosophy about running such a library? Did the succeeding librarians continue in the same way? Did the precedents set by the first librarian have any affect on the current library operations? How is the library run today? What library services were available to the children of Tuckerton and Little Egg Harbor? What relationships, if any, have the school and public library developed?

Subjects for Study

The three previous school librarians (Joyce Salow, Annette Benson, and Maureen Gosford) were all alive and living within an hour traveling distance from the school. The Ocean County branches of the public library in Tuckerton and Little Egg Harbor gave information about the Tuckerton Library. Joanne Burd, who has been a secretary in the

Little Egg Harbor School District for 40 years and lived in Little Egg Harbor since 1952, was extremely helpful in giving information about the school and the local history of Tuckerton and Little Egg Harbor. Former Board Member and also former head custodian of the Little Egg Harbor Intermediate School, John Maresca, was interviewed as well as Joyce DeVerter, a faculty member, who was in the district when the library was opened.

Methodology

Historical methods and a case study were done to support the information collected from the oral history research. Face-to-face interviews were the main method of collection of data about the school library itself. Statistics compiled about the growth of the area were obtained from state and local records. Additional data for this study was collected through literature, documents, observations, and site visitations. Data was recorded and analyzed for patterns relating to influences on the library.

Organization and remainder of the study

This research was used to inform the community and gave understanding as to why the Little Egg Harbor School District staff and board members believed it important to build a school library. They also staffed it with trained librarians over the years and upheld the philosophies, goals, and objectives for the students who passed through the doors of the school library.

Chapter 2

Literature Review

Introduction

Various books and articles were used to find information concerning the history of elementary school libraries in America and in New Jersey. *Library Literature* was used to identify articles on the development of school libraries and ways they were funded. Electronic searches yielded more information, including a site giving guidelines for writing local library histories. The New Jersey State Library, the Educational Media Association of New Jersey, and the American Library Association also published books and documents that were used to provide historical information. Books, articles, newspaper articles, school board minutes, and other documents provided additional sources of information.

Materials on historical and oral history research. *Library history* is the systematic recounting of past events pertaining to the establishment, maintenance, and utilization of systematically arranged collections of recorded information or knowledge. Carefully conducted library history relates the causes and results of events; it also recognizes the social, economic, political, intellectual, and cultural environment in which these events occurred. It is sometimes considered an exposition of past incidents and developments and their impact on later times. The term *library history* is commonly applied to an account of events that affected any library or group of libraries, as well as to the social

and economic impacts of libraries on their communities (Busha, 1980, p. 93). According to Jesse Shera, "the specific value of library history is that it allows librarians to synthesize and to make generalizations from reconstructions of the past. This process of synthesis and generalization will not only recreate the past but can serve as an aid in understanding the present" (Busha, 1980, p. 94). The accelerated rate of change brought about by the impact of science and technology on librarianship has contributed to increased interest in recent past events. Since the latter part of the 19th century, each decade has witnessed the introduction of new communication media. Innovations for acquiring, storing, organizing, and disseminating information have been updated and political, social, and economic changes have altered the contemporary roles, goals, objectives, and methods of operation of a significant number of institutions, including libraries. What historians once called the "past" is much closer chronologically today than it was when historical change was measured in terms of centuries or half-centuries (Busha, 1980, p. 97).

Obtaining Historical Evidence. Because most historians cannot carry out their studies by conducting experiments or by directly observing the event that is being investigated, they must rely upon the observations of others and the scraps of evidence which remain to be examined. In the conduct of literature searches for background information, historians gather as much available evidence of a factual nature as possible before proposals are prepared and research is actually begun. There are ten steps that can be used as guidelines for writing local library history. They are:

1. Identify all relevant primary and secondary source material relating to the library.

2. Identify any local histories of archival collections that allow you to set your library's history in the context of its community.
3. Read other local library histories as models for your own work.
4. Read other sources that give you a sense of the development of libraries and the environmental context during the time period you are covering so that you can set your library in context.
5. Immerse yourself in local source material.
6. Establish a chronology of critical events and people in the history of the library.
7. Establish time periods for the chronology.
8. Consider these periods as the basis for the chapters of your local history.
9. Write drafts of your chapters, documenting how you know what you know and circulate these to critical readers for their comments.
10. Publish your work so that it can contribute to the growing body of knowledge about the development of libraries. (Richardson, Fisher, Hanson, & Lange, 1999)

Historians start by accumulating lists of sources of possible value. Published histories and chronological lists of events often serve as useful guides to the beginning historian. The most valuable history is often based upon original documents and other remains that have been intelligently interpreted. Good historians attempt to make their histories as complete and accurate as possible. Persons who conduct and report historical research should carefully document their sources and, if necessary, admit biases inherent in their approaches or work. Readers will then be able to identify omissions and oversights and to evaluate the historian's conclusions. Much of the evidence that leads to conclusions about past events must be obtained from primary sources--original materials such as official or personal documents which are records containing "first hand" information. Primary sources of information contain eyewitness testimony, which enhances the validity and value of history. Archives maintained by the federal and state governments and by educational, business, industrial, and private organizations contain a wealth of primary sources of historical information. Secondary sources of information are records or

BEST COPY AVAILABLE

accounts prepared by someone other than the person, or persons, who participated in or observed an event. Oral sources are increasingly being used in library historical studies. Based upon verbalized recollections of persons who participated in events that occurred in the immediate past, oral history consists of recorded interviews conducted with respondents who are able to provide eyewitness accounts of events. Transcriptions of the recorded interviews preserve information for future historians (Busha, 1980, p. 101-102).

The ten steps by Richardson as previously mentioned were used as guidelines for collecting the source materials to do the historical research for this case study. The primary and secondary sources were identified, collected, and read. The development of elementary school libraries was identified in Chapter 1 to help the reader put the history of the George J. Mitchell Elementary School library in context with what was going on throughout the state. Local history was included to show what happened in the township and surrounding area and how it affected the school. Chapter 3 presents the methodology for this study.

Chapter 3

Methodology

Introduction

The purpose of this study was to present a history of the George J. Mitchell Elementary School Library from its beginning in 1970 to April, 2000. The topic was chosen because of the staff and community interest in the history of the Little Egg Harbor Township Elementary School. The information was added to the Little Egg Harbor Township School District web site as part of the history of the school. The web page is available online at http://www.lehsd.k12.nj.us.

The George J. Mitchell Elementary School was chosen for this study because of a personal interest in its history. The information would also give understanding as to why the Little Egg Harbor School District staff and board members believed it was important to build a school library and staff it with a trained librarian.

Little Egg Harbor Township is one of the original townships of Burlington County, being the easterly point of the county, and was established in the year 1741. In 1891 Little Egg Harbor Township became part of Ocean County. In 1901 Tuckerton Borough broke away from Little Egg Harbor Township. Little Egg surrounds Tuckerton Borough on three sides and includes West Tuckerton, Parkertown, Osborn Island, Mystic Island, Mystic Shores and part of Warren Grove. It covers about 45 square miles and has

a population of 13,335 (InJersey, 1998). An elected township committee governs the township.

The Little Egg Harbor School District, as of September 30, 1999 was educating 1602 students at two elementary schools. Of this number, 668 students were educated at the George J. Mitchell Elementary School in kindergarten through second grade, and 934 students were educated at the Little Egg Harbor Intermediate School in the third through sixth grade. The district is administered by a superintendent and managed by an elected school board. Each school has a principal and vice principal. Students in grades 7-12 attend the Pinelands Regional Middle and High Schools, which are located in Little Egg Harbor.

The libraries at the George J. Mitchell Elementary School and the Little Egg Harbor Intermediate School are administered by school media specialists and managed by the school board.

Description of Method Chosen

A case study was used to determine the background, development, and current conditions of the elementary school library. "A case study is an idiographic examination of a single individual, group, or society. Its chief purpose is description, although attempts at explanation are also acceptable" (Babbie, 1998, p. 282). A case study can provide detailed insight into the library's characteristics and operations, as well as an examination of the motivation and attitudes of the librarians, staff, and board of education. Data for this study was collected through literature, interviews, documents, observations, and site visitations. Data was recorded and analyzed for patterns relating to influences on the library.

The steps in the methodology included reviewing the literature, conducting interviews, observing operations, making site observations, examining documents and reports, and analyzing and presenting the results of the research.

Design of the Study

The study sought to identify the reasons for establishing an elementary school library and the factors that influence its continuation. The case study method was chosen because it allowed for an in-depth investigation of a particular library. In designing the study, people to be interviewed were chosen because of their role in the development and continuation in the school library. Documents were selected for examination that provided insight into the conditions existing at the time of its origin and gave a historical reference to the current organization.

Data Collection and Analysis Plan

Steinar Kvale detailed seven stages in a complete interviewing process:

1. Thematizing: clarifying the purpose of the interviews and the concepts to be explored.
2. Designing: laying out the process through which you'll accomplish your purpose, including a consideration of the ethical dimension.
3. Interviewing: doing the actual interviews.
4. Transcribing: creating a written text of the interviews.
5. Analyzing: determining the meaning of gathered materials in relation to the purpose of the study.
6. Verifying: checking the reliability and validity of the materials.
7. Reporting: telling others what you've learned. (S. Kvale as cited in Babbie, 1998, p. 292-293)

This was the format that was followed to analyze the interviews and find common patterns and philosophies.

Data Collection

For each interview, specific questions were chosen based on the position and realm of responsibility of the person being interviewed. Interviews were not restricted to these questions, however, allowing for flexibility during the discussions. Interviews were conducted with past and present school librarians, a board member, school staff, and others deemed relevant. Those interviewed signed a release form that gave permission to use their names and information received in this thesis. Questions were formulated according to the role the people played in the development of the library. The questions are included in the appendix.

Minutes of the school board were examined from August 1956 to 1974. The master plans for the school building projects, yearbooks, reports, school policies, newspapers, and earlier local histories of the town were also examined.

Limitations

This case study confined its examination to the history of the Little Egg Harbor Township School District and the school libraries. The existence, completeness, and availability of pertinent documents restricted the research. The biases and points of view of the participants may have influenced the reliability of the data collected. Some of the school board members at the time of the library's origin had moved from the area or were deceased.

Chapter 4

Presentation and Analysis of Data

Introduction

In order to understand the history of the George J. Mitchell Elementary School Media Center, it is necessary to examine the development of the community over time and to know something of its background.

History of Little Egg Harbor

The first recorded account of Europeans visiting Little Egg Harbor is that of the Dutch Captain Cornelius Jacobsen Mey, commander of the ship "Fortune" during the late spring of 1614. During the crew's exploration through the marshland, great quantities of eggs from gulls and other shore birds were found. This persuaded the Dutchmen to name the place Eyre Haven, which in English means Egg Harbor (Blackman, 1963). This has been applied to the Little Egg Harbor and the Great Egg Harbor River areas. In early colonial history, Little Egg Harbor was part of West Jersey; Quakers owned much of West Jersey. The rest of what is today Ocean County was considered part of East Jersey. In 1841 the State Legislature designated Tuckerton and the surrounding area communities to be known as Little Egg Harbor Township (Little Egg Harbor oldest, newest municipality in Ocean County, 1961). The East-West Jersey boundary line marks may be seen on U.S. Route 9. At a later date, three separations of territory involved Little Egg Harbor Township. Little Egg Harbor was one of the original townships of Burlington County, being the easterly point of the county, and was established in the year 1741. Its first boundaries have been contracted in order to assist in forming other townships. In 1802 Washington Township was established. This fixed the boundaries of Little Egg

Harbor as follows: bounded north by Oswego, or east branch of Wading River, which separates it from what was then Northampton Township; southeast by Stafford Township, Ocean County; south by Mullica River and Little Egg Harbor Bay; and west by Washington Township. Within these limits, its greatest length from north to south is about 20 miles; the breadth from east to west is 10 miles. Little Egg Harbor Township became a part of Ocean County in 1891. The reason for this partition was political. Washington Township was separated in 1802. Bass River Township became an entity in 1864. In 1899 Tucker's Beach, now a part of Long Beach Township, was separated from Little Egg Harbor by an act of the State Legislature. In 1901 Tuckerton Borough broke away from Little Egg Harbor Township because of disputes concerning citizens paying a disproportionate share of taxes. Little Egg Harbor surrounds Tuckerton Borough on three sides and includes West Tuckerton, Parkertown, Osborn Island, Mystic Island, Mystic Shores, and part of Warren Grove.

The Lenni Lenape Indians were the earliest inhabitants of Little Egg Harbor Township, followed by Quakers in 1698. Little Egg Harbor remained strictly a Quaker settlement until the American Revolution when other settlers of other faiths moved to the area (Platt, 1978). During the revolution, Little Egg Harbor was the principal port of privateering by the Americans. Privateering, the illegal boarding and sometimes seizure of British ships, was done by smaller vessels manned by local sailors who were knowledgeable of the creeks and coastline. Tuckerton became the third United States Port of Entry after the adoption of the U. S. Constitution in 1791. It was also the second port of entry to have a United States Customs house. President George Washington signed papers making the port responsible for the coastal management from Barnegat to Brigantine. However, in 1825, the completion of the Erie Canal caused Tuckerton business to decline. The shifting sands in the mouth of the bays and the construction of larger ships which needed deeper inlets caused the major decline of Tuckerton as an important port.

The Tuckerton Library

A group of people, in Tuckerton's early days, wishing to promote and perpetuate a love of books, kept a supply of books in the Friends' Meeting House. The Friends' Meeting House was one of the principal places of gatherings (sources do not specify the dates, but it is possible they coincide with the years following the Quakers' arrival in Tuckerton in 1698). Later, in the 1800's, a group of ladies met in homes to discuss and exchange books. They formed the nucleus of a Literary Society, which gradually developed into the Tuckerton Library Association, incorporated in 1875. This Association sold shares of stock to establish and maintain a collection of books. A small building was acquired on Main Street and moved about 1900 onto the Presbyterian Church property on Marine Street. The building remained there for over 70 years. During these years the library had periods of growth and decline. The library stayed active for many years largely due to the interest of the Theophilos Price family, but eventually became inactive due to very limited funds for operation and maintenance. The Tuckerton Women's Civic Club sponsored the library after it was reorganized in the 1940s. Through the 1950s the Library Trustees kept the library functioning despite the lack of heat, insulation, plumbing, or adequate space.

In the 1960s, another reorganization brought about renewed interest. Plans for a new, modern library that could bring excellent reading and research materials and cultural activities to the area were begun in early 1964. The Ocean County Library, through all this period, provided books for circulation. The Tuckerton Library was incorporated anew in 1966. Fundraising began for a new building. An active and dedicated group of women raised enough money to move the original building to the Tuckerton Library's present site at the corner of Bay and Cox Avenues, Tuckerton, in October 1971. The original building was attached to the new building and became the children's library room. The addition was completed in 1972. Also in 1972, the library became a branch of the Ocean County Library and served the residents of Tuckerton, Little Egg Harbor, Eagleswood Township,

and Bass River Township (Tuckerton Area Library Association, 1973). The latest addition of a program area and a children's library in the Tuckerton Library was dedicated December 16, 1995. In April 1996, another branch of the Ocean County Library opened its doors on Mathistown Road in Little Egg Harbor (Kelly, 1996).

Schools

The historical records for schools in the area were very poor before 1872. A Quaker school located near Meeting House Pond, a schoolhouse situated on the land that is now the Old Methodist graveyard in Tuckerton, and the Down Shore schoolhouse was mentioned. The Down Shore schoolhouse was built on land belonging to the Oliver Parker farm off Bartlett Lane, and it is believed to be the first institution of learning built in the township. This building was torn down about the year 1872 because it was completely worn out.

Children in Tuckerton Borough attended the Tuckerton School for grades kindergarten through eight, which was constructed on the same site as the current Tuckerton Elementary School on Marine Street. This building was used for all grades until 1927 when the high school was built adjacent to the elementary school. The Tuckerton High School was open until 1957 when the Southern Regional High School opened in Manahawkin. All students in grades 7 through 12 were sent to Southern Regional until Pinelands Regional opened in 1979. The Tuckerton High School and Elementary School buildings were converted into one building which is now the Tuckerton Elementary School for kindergarten through sixth grade. Many children walk to school; buses are used to transport those that live further than a mile from the school or on high traffic streets.

In 1884, Eli Gifford gave land for an elementary school to be built for the children of West Tuckerton located on Giffordtown Road. Children in Parkertown went to the Parkertown School. The Giffordtown School opened in 1886 and housed kindergarten though eighth grade. Anna Burd, a resident of Tuckerton and alumna of the Giffordtown

School, described the school. She stated, "At first it was a one room schoolhouse. Later, it was enlarged to two rooms, four grades in each room, with a pot-bellied coal stove and outdoor plumbing. A hand pump in the cloakroom gave the students water. The one room was called the "Big Room" because it was larger than the other room. I remember having two or three sets of shelves near the blackboard where they kept some books. We probably had a set of encyclopedias or some other types of reference books because that was where we went to look up information. There were fiction books there, too. I remember the teacher used to read us Brer Rabbit stories. We really didn't go to the public library for school stuff" (A. Burd, personal communication, April 2, 2000). Children went to the Giffordtown and Parkertown Schools until the Little Egg Harbor Elementary School was built in 1951. In 1977, the Giffordtown School was going to be demolished. Robert and Abbie Leitz donated land and the school to the Tuckerton Historical Society. In August 1977, the Giffordtown School was moved to its current location on the corner of Leitz Boulevard and Wisteria Lane, in West Tuckerton, Little Egg Harbor. In August of 1982, the Giffordtown School was opened as the Giffordtown Schoolhouse Museum containing local artifacts about Clamtown (Tuckerton), Ebenezer Tucker, and records showing Tuckerton as a major seaport, and the third port of entry into the United States. The museum also has antique furniture, a model of Main Street in the 1800s, and replicas of the Tuckerton railroad and famous Tuckerton Wireless Tower.

The Little Egg Harbor Elementary School contained four rooms and was also kindergarten through the eighth grade from 1951 until 1959. The school then housed kindergarten through sixth grade, from September 1959 (except for one year, 1963 when it was kindergarten through seventh grade), until 1989. Children in grades 7 through 12 went to Tuckerton High School until 1957, then to Southern Regional High School in Manahawkin until 1979, and they currently attend Pinelands Regional High School in Little Egg Harbor.

Current School System

The Little Egg Harbor School District, in Little Egg Harbor, New Jersey, is organized on a kindergarten through grade 6 basis. All students are transported by bus. Little Egg Harbor is one of the four elementary school districts which comprise the regional high school district, the others being Bass River, Eagleswood, and Tuckerton. The following table shows the enrollment of the students over the past fifty years in ten year increments:

Table 1

Little Egg Harbor Township Enrollment

Year	Grades	Enrollment
1950-51	K-8	95*
1960-61	K-6	121
1970-71	K-6	346
1980-81	K-6	862
1990-91	K-6	1299
1997-98	K-6	1556

*Note. Last year for Parkertown School (50 pupils) and the Giffordtown School (45 pupils). In September 1951, the Little Egg Harbor Township Elementary School opened for the 1951-52 school year.

The Little Egg Harbor School District, as of September 30, 1982 was educating 2,534 students. Of this number, 1,191 students were sent to Pinelands Regional High School and 875 students were educated in the district's single elementary facility. Because of overcrowded conditions, the school had split sessions from the 1980-1981 through the 1984-1985 school years. A second facility, the Little Egg Harbor Intermediate

School was built to relieve the overcrowded conditions. Currently, the George J. Mitchell Elementary School for kindergarten through second grade had a September 30, 1999 enrollment of 650 students and the Little Egg Harbor Intermediate School, for third through sixth grade, an enrollment of 935 students.

Population

Did the growth of the area have any impact on the school system? Essentially a residential community, the Little Egg Harbor Township's population increased 350% from 1970 to 1990, the date of the last Federal Census. Between 1980 and 1990 the population of Little Egg Harbor increased by 4,850 people, an increase of 57%. This compares with a 25% increase in Ocean County, and a 5.2% rise in New Jersey's population during the same time period. The following table summarizes population increases and decreases for the Township.

Table 2

Population of Little Egg Harbor Township

Census Year	Population	% Increase	Population per square mile
1940	577		11
1950	644	11.6	13
1960	847	31.5	17
1970	2972	250.8	60
1980	8483	185.4	170
1990	13333	57.2	266

Three significant factors contributing to Little Egg Harbor Township's growth were the impact of new housing development, the influx of young families, and the

conversion of many seasonal units to year round residences which have been occupied by younger families with small children. This trend is not characteristic of Ocean County or the State of New Jersey. Another consideration is the casino-related job opportunities in Atlantic City and the more family-oriented life style in the township. Some casino workers prefer to live in suburban Little Egg Harbor rather than urban of Atlantic City.

Today, Little Egg Harbor Township is the eighth most populated municipality in the county, and the population density has increased 56% from 170 persons/square mile in 1980 to 266 persons/square mile in 1990. The following table compares the percentage of growth in school population with the growth of the local population in Little Egg Harbor. The rates of growth are very similar between the school district and the township. Table 4 compares the population growth of Little Egg Harbor township with Ocean County.

Table 3

Comparison of Percent Growth

Year	K-6 Enrollment	% Growth	LEH Population	% Growth
1950	95		644	
1960	121	27.4	847	31.5
1970	346	285.9	2972	250.8
1980	862	250.0	8483	185.4
1990	1299	50.7	13,333	57.2

Table 4

Population Trend

Locality	1970	1980	1990
Little Egg Harbor	2,972	8,483	13,333
Ocean County	208,470	346,038	433,203

School District

The community has demonstrated a concern in the past for providing its students with educational facilities. The present school building, the George J. Mitchell Elementary School, was constructed in 1951 and contained four rooms. In 1960, four classrooms were added; four more rooms were added in 1963. In 1970, a 25,000 square foot addition was constructed, consisting of nine classrooms, library, multipurpose room, kitchen, health room, and administrative offices. After several defeated referenda for a new school, the voters approved a seven-classroom addition in 1975 that was occupied in January 1977. The current facility became overcrowded again in 1979 and the school board decided to lease space in the new Pinelands Regional High School for its sixth graders. However, continued increases in enrollments and the forced return of the sixth grade caused the district to adopt a double session schedule in 1980-81. A referendum for a new school building was decisively defeated in October 1980 and again in January 1981. By May of 1985, after a passed referendum, construction was completed on 10 temporary classrooms to provide short-term relief to the overcrowded facility. On January 8, 1986, educational specifications for a new third through sixth grade elementary school on Frog Pond Road in Little Egg Harbor were made. This second elementary school with a capacity of 732 pupils avoided the following: split sessions for grades one through six;

abbreviated school days due to split sessions; and limited use of the multi-purpose room (physical education/assembly programs). The second elementary school allowed for a continued full school day, easier scheduling of instrumental band practice, developmental physical education, intramural sports, and assembly preparation and participation. The school is located on a 30+-acre site on Frog Pond Road. No renovation was required to accomplish the modification from a kindergarten through sixth grade school building to one housing kindergarten through second grade. In March 1990 a new master plan proposed two further options for the fast growing school district. Option 1 involved construction of a new primary school for kindergarten through second grade as well as an addition to the intermediate school. Option 2 recommended utilizing the relocatable classrooms in the primary school, an addition to the intermediate school, and construction of administrative offices. Option 2 was taken. The relocatable classrooms were joined to the primary school building via an enclosed hallway. An addition was made to the intermediate school with classrooms, a gym, music, art, and science rooms, as well as additional classrooms, and a community room; and an administrative office was built for the superintendent, board of education, and curriculum offices and secretaries.

In 1999, construction was started on the George J. Mitchell Elementary School to add early childhood education classrooms, a gym, faculty room, and special education classrooms. The media center is also to be expanded by the utilization of one of the original classrooms adjacent to the media center.

Media Center

The media center of the George J. Mitchell Elementary School, approximately 1559 square feet in size, is the learning center of the school. Children utilize this instructional area for research and reading enjoyment. All classes receive instruction in library skills from the media specialist. A separate section is enclosed with windows and designed as a media specialist's office and workroom. A circulation desk and six computer workstations are part of the main floor area located near the main entrance. All

light fixtures, ceiling, etc. are similar to the classroom decor. Adelphia Cable provides television cable connection throughout the building. The media center is air-conditioned. In this area of New Jersey, (high humidity, close to water) the life of media (book and nonbook) is greatly increased with controlled humidity. The media center is well equipped with audio-visual materials, contains approximately 11,000 volumes, and seats 48. Recommendations from the master plan included that the media center should be enlarged to provide seating for at least 10% of the student body at 40 square feet per pupil. Thus, a 2800 square foot (minimum) facility would be required. In addition, facilities for audio-visual and periodical storage, a laminator, Ellison machines and die cuts, a binding system, and a staff library should be included.

What prompted the school board of Little Egg Harbor to include a library when it added on to the school in 1970? Norman Levison, Principal, in an attachment to the Board of Education on May 9, 1967, wrote the following:

> Gentlemen,
>
> Since we are proposing an addition to our school I would like to offer the following general recommendation:
>
> Academic. Based on a population of 500 children we will need a minimum of 20 classrooms. This means that we should anticipate the building of nine additional classes. We should also consider two special education classes, a nurse's room, and a library. Classrooms should be a minimum of 1000 square feet. Consideration must also be given to the construction of a gymnasium and a cafeteria. The cafeteria should have a seating capacity of at least 200 people. It is my belief that combining rooms into "all-purpose" in the long run is not economical and cuts down the usability of the rooms. (Board minutes, May 9, 1967)

The board of education acted on the principal's recommendation for the additional classrooms, but an all-purpose room for the cafeteria and gymnasium was built. According to John Maresca, Little Egg Harbor board member from 1962 through 1968, the school board drew from the expertise and knowledge of the principal to meet the

needs of the students. The principal was responsible to give plans for educational specifications and the board considered them. Education was a number one priority. The board and the principal worked together to improve the educational facilities at Little Egg Harbor. They wanted to offer more services to prepare the students for high school. Norman Levison believed that the children were "deprived" because they did not have music, art, library, or physical education classes (J. Maresca, personal communication, March 13, 2000). The board met October 3, 1967 to discuss further plans concerning the proposed building program. By Novemeber 11, 1968 plans for the addition were accepted. A special referendum was held March 4, 1969 for the community to vote on the school addition. The referendum passed 109 yes, 5 no (Board minutes, March 4, 1969).

William White, County Superintendent, created the initial design of the library. On July 15, 1969 at a board of education meeting, Mr. Welwood, from American Seating Co., discussed ways of setting up a library and the furnishings and equipment needed. Further details were to be discussed with Mr. Floyd Cranmer, the architect. A representative from the New Jersey Department of Education was also there to talk about school lunch programs, kitchen equipment, school furnishings, etc. The board discussed all these matters (Board minutes, July 15, 1969). At the November 18, 1969 board meeting, Frances Schoeler, librarian at the Southern Regional High School, Manahawkin, New Jersey, discussed and made recommendations concerning the proposed school library. Actions were taken by the board and architect to initiate some of the recommendations. Unfortunately, the board minutes did not record what those recommendations were. One major change was made at the December 9, 1969 board meeting. The board passed a resolution to make the following change order to the General

Contractor Contract #2: "Room space #139 of library--have architect prepare change order to eliminate bearing wall of conference room and to issue a no cost change order to General Contractor for masonry work relative to change" (Board minutes, December 9, 1969). This same wall is under consideration again with the 1999-2000 addition, whether to leave it open as it is or build the wall to make more storage room.

The board minutes did not state when construction was actually started. At the August 11, 1970 board meeting, Floyd Cranmer, the architect, reported that the new addition was approximately 60% completed. The anticipated completion date was the end of September, 1970. At the January 12, 1971 board meeting, Floyd Cranmer gave his report stating that the final inspection of the addition could be expected the week of January 18, 1971. Inspection by the state on January 4, 1971 found the building to be structurally sound. William White completed the county inspection on January 12, 1971. He gave his approval to occupy certain areas with only a few minor adjustments (Board minutes, January 12, 1971).

Media Specialists

There have been four media specialists and six library aides for the Little Egg Harbor School District over the past 30 years. The titles librarian and media specialist carry with it the connotation of "professional" in the sense that professional tasks are those which require a special background and education. As the library evolved into a media center, the librarian's job and title evolved into that of a media specialist. The following table shows the librarians, their aides, and years of employment in the Little Egg Harbor School District.

BEST COPY AVAILABLE

Table 5

District Librarians and Their Staffs

Grades	Librarian	Years employed	Library Aide	Years employed
K-6	Joyce K. Salow	1971 – 1979	Joyce DeVerter	1976-1978
			Annette C. Benson	1978-1979
K-6	Annette Conrad	1979 – 1989	Rose O'Neil	1979-1981
	Benson		Agnes McIlhenny	1981- 1992
3-6	Maureen Gosford	1989 – present	Martine Grimm	1989-2000
			Mary Lou Kleinow	2000-present
K-2	Susan Lescure	1989 - present	Agnes McIlhenny	1981-1992
			Rosemary Desmond	1992-present

The first school teacher-librarian, Joyce K. Salow, was hired for the 1971-72 school year. The library budget had been established for the 1970-71 school year and a basic Brodart collection of library equipment and books had been purchased. Joyce Salow had not been involved in any of the decisions made concerning the library. Her one comment was that "nobody took into consideration that it was going to be little kids. It was an elementary school library and all of the original tables and chairs were high ones" (J. Salow, personal communication, January 24, 2000). Another challenge for Joyce Salow was that someone thought they would be helpful with the books that had been ordered. The books had come fully processed. The person had taken every card out of the back pockets and thrown them in a box! Even the filmstrip cards had been mixed in with

the book cards. All of the books had been jammed onto one shelf. The other challenge was in the placement of the electrical outlets. There were only one or two outlets on each wall. Two were placed on each side of the exit door, one by the main entrance door, two receptacles in the floor, and two more by the heating and air conditioning units. The outlets were not well placed, and there were not enough of them. More electrical outlets have been added since then, especially with the installation of computers in the media center.

Joyce Salow was the school librarian from September 1971 until June 1979. She taught the kindergarten through second grade for 30 minutes and third through sixth grades once a week for 45 minutes. Her library program goals were to introduce them to books and create a love of reading and the desire to read. She tried to impress upon them that if you had the book, you could read back over it and you did it at your own pace. You did not need electricity or anything to read. And if the radio or whatever it was conked out, you could still read. Many of the children had never handled books before. Salow also explained, "I was going to do a program with especially the sixth graders so that when they got to Southern Regional High School the next year, nobody would be able to say that they didn't know how to use a library" (J. Salow, personal communication, January 24, 2000). Her program also included educating the teachers. Before that time, teachers had been allocated so much money for library books. The teachers purchased books for their classrooms. When Salow tried to collect the materials to house in the library, the teachers were reluctant to give them up. Many teachers considered the materials their own. It was the same with filmstrips. The filmstrips were housed all over

the building. When Salow finally collected them, she found many copies of the same outdated filmstrips.

Library classes were really the first "special" the children had in school. The term "special" referred to the specialist that the children were to spend a prescribed amount of time with to learn about a given subject. (Thus art, music, science lab, physical education, and library became known as "specials".) Teachers were given a preparation period during that time. The schedule was "fixed" which meant the classes were scheduled to come regularly on the same day and at the same time each week. There were also time slots for reference periods for which teachers could sign up to bring their classes to the library to work on a special project. Salow worked with the students and introduced them to reference materials. She also collaborated with the teachers ahead of their scheduled library time. The teachers were able to bring their class during a reference period to allow the students time to work on a project. Salow had the filmstrips, reference books, and transparencies set out for them to work with. She did try to change the schedule to make it an "open" library. Teachers would schedule a time with the librarian, during an "open" time slot, when they could bring the students in to do a specific lesson or reference work. The "fixed" schedule worked out better. When asked if she had a chance to plan library lessons with the teachers or just teach the skills she felt necessary, Joyce Salow responded "both". "My problem was that at that time, all of the language books had units in them on the library. It did not coincide with what I was teaching and the books were older. So I did talk to the teachers and we figured out that they would skip that unit and leave it up to me. And if the teachers had special projects or something special done, they talked to me and I worked it in. And with the teachers, I also worked it in so that I had students not

actually do a term paper, but showed me how they would go about doing it, what reference materials they would use, and how to do bibliographies" (J. Salow, personal communication, January 24, 2000).

Joyce Salow also started a library club with the students in the third through sixth grade. They met on a regular basis and had book talks, reviewed new books for consideration for purchase, went on field trips to the Ocean County Library and other libraries, and would recommend books to read. The club members would place stickers on books that said, "Recommended by the LEH Library Club". It was a great self-esteem builder for the children to see those stickers on the books that they recommended.

Salow also worked with the Tuckerton branch of the Ocean County public library by having the librarian come to the school library and introduce the students to summer reading programs.

Salow did not have a library aide in 1971. Volunteers periodically came in to help shelve books but were not regular enough. Joyce DeVerter was hired as a teacher's aide, became the library aide from 1976 until 1978, when she then became a student teacher. Joyce DeVerter is currently a second grade teacher at the George J. Mitchell Elementary School. When asked what she remembered about being a library aide, DeVerter responded, "There were lots of research projects done as a class. Research was also much simpler then because of limited research materials. The students only had encyclopedias, non-fiction books, filmstrips, and other reference materials. Coming to the library was a chance for some of these students to get books for the first time. Joyce Salow was able to build the collection to include good resources for the teachers in the way of audiovisual

materials, such as filmstrips. I would have to say that the library became a media center during that time" (J. DeVerter, personal communication, March 15, 2000).

Joyce Salow was made acting vice principal from July 1979 until September 1979, and she spent her last ten years in the district as supervisor of curriculum, retiring in October of 1989. Annette Conrad Benson was hired for the 1978-1979 school year as an aide. Annette Benson had her teacher-librarian certification and became the librarian in 1979. Under Annette Benson, Rose O'Neil was hired as the aide for three years, followed by Agnes McIlhenny. Annette Benson continued running the media center the same way Joyce Salow had, but the Library Club stopped in 1980. The school underwent five years of split sessions before the Little Egg Harbor Intermediate School was built. Time was at a premium. The library schedule was full of scheduled classes and had very few reference periods. Annettte Benson will long be remembered as "Mother Arbor from Little Egg Harbor" due to her annual Arbor Day program that she planned for the school (A. Benson, personal communication, February 28, 2000). Benson left a very large vertical file of Arbor Day information when she transferred in 1989 to the Cedar Creek Elementary School in Lacey Township to be their librarian.

With the building of the Little Egg Harbor Intermediate school, Maureen Gosford was hired as its librarian in January of 1989. Gosford and Benson worked together at the elementary school while the new building was being finished. Benson taught the younger students and Gosford taught the older ones. That year they split up the library collection and audiovisual materials into two collections, one for the kindergarten through second grade school (George J. Mitchell Elementary School) and one for the third through sixth grade school (Little Egg Harbor Intermediate School). There was no budget that year for

buying materials for a new library. Neither librarian had any input into the building of the new library at the Intermediate School, only a choice of rug colors. The architect chose the furniture, card catalog, etc., and donated them to the school. Maureen Gosford was told to fill the shelves with what she could from the materials from the George J. Mitchell Elementary School.

When Annette Benson became the librarian for the Cedar Creek Elementary School, the opening at the George J. Mitchell Elementary School (then called the Little Egg Harbor Primary School) was filled with the hiring of Susan Lescure in September of 1989. Many changes took place over the next few years. The first was to enter the age of technology. Three computers were set up in the library to run the circulation desk and online electronic catalog. It took two years for Susan Lescure, Agnes McIlhenny, and parent volunteers to barcode the library collection and enter the data into the computer. The Follett Software Circulation and Cataloging System was used because of its program design, usablility, and to give continuity for the students as they moved from school to school. The Pinelands School District and the Intermediate School also use the Follett Program.

A second change was in the change of carpet and wall color. After more than 30 years, the carpet was changed from olive green to blue tweed with purple and pink highlights. The walls were repainted, changing from yellow to blue and cream. The shelving still remained the same--dark wood with red/orange adjustable metal shelves.

A third change to occur was with the renaming of the school from the Little Egg Harbor Primary School to the George J. Mitchell Elementary School. "The board of education voted unanimously on February 8, 1993, to rename the primary school in honor

of its former Superintendent, George J. Mitchell, who died on December 15, 1992. The board made this befitting tribute to George Mitchell to honor his life and not to memorialize his untimely passing. George Mitchell's 13 years as our administrator will always be remembered with love, pride and gratitude. On July 1, 1993, the primary school will be renamed the George J. Mitchell Elementary School" (Burd, 1992-1993).

The next change came in 1995 in the area of additional and upgraded technology. By the 1998-1999 school year, the school district had in place the Internet and an internal intranet, with computers in every classroom and office. In 1999 the Follett Library program was upgraded to the Windows 95 version. Future plans include having the search program for the library media center accessible from the classrooms and at least six more computers put in the media center to form a mini lab of 12 computers. One aspect of the curriculum that Susan Lescure teaches is an introduction to computers and programs that are grade appropriate.

The reading incentive programs for the students at the George J. Mitchell Elementary School include the Royal Reader and the Read Across America events. The Royal Reader program involves having a parent, student, teacher, or community member, come in to read to the students. The props used are a gold crown, purple cape, a scepter, and a red carpet that leads to a royal chair. Fanfare music is played when the Royal Reader enters and exits. In keeping with the theme of royalty and the curriculum, most of the stories read are fairy tales, folk tales, and Dr. Seuss stories. The Parent Teacher Association (PTA) funds the incentive program. Cardboard gold crowns and Royal Reader pencils are given as token gifts to the students to encourage them to read. During

the Read Across America week, Royal Readers come and read Dr. Seuss stories. The program has been enjoyed by all.

Another change has been in the use of volunteers. A parent, Nancy Mooney, and Gloria Mako, principal, worked to develop a structured and organized program in 1994-1995 that enabled parents and community members to volunteer to help in classrooms and the library. With the approval of the principal, Gloria Mako, Susan Lescure helped to coordinate the program using the media center as its home base. The program included an orientation meeting, observations, training, background checks, and a Mantou test for each volunteer. The background checks involved a fee. Joseph Mato, owner of the Little Egg Harbor McDonald's Restaurant, offered to fund the program. The program has progressed and grown and has expanded to include the Intermediate School. The volunteers have been very helpful in processing the books that come in for the library, staffing the book fairs, and participating in the reading incentive programs. The volunteers also have helped with school programs, square dancing, class projects, laminating, fire prevention, and many more areas in whatever way they could help.

Chapter 5

Summary and Conclusions

Introduction

The purpose of this case study was to identify the factors that lead to the formation of the George J. Mitchell Elementary School Library Media Center and examine the historical development of library services for an elementary school. The information was collected through literature, face to face interviews, documents, observations, and site visitations.

Summary

What prompted the school board of Little Egg Harbor to include a library when it added on to the school in 1970? The board of education had a commitment to the community to educate the children of Little Egg Harbor and prepare them for the future. Norman Levison, the principal in 1967, was knowledgeable of trends in education and recommended to the board of education changes that had to be made to best educate the children. Together they strove to provide a full service school to the community. A library was viewed as part of this service. I would conclude that the time was right, funding was available, and there was a perceived need in the school for the addition of a library.

Did the growth of the area have any impact on its structure or design? According to Table 4 which presents the population growth in the township and the school district

from 1950 to 1990, the size of the addition was based on a quickly growing population. Little Egg Harbor's population growth from 1960 to 1970 was 250.8 %!

Were there any state standards or requirements that affected the design or implementation of the library? The board of education used what standards or requirements were available at that time. Their sources of information came from the state library, librarian Frances Schoeler, County Superintendent Bill White, and *Standards for School Media Programs*. Added to those sources were trial and error. The trial was in the building of the library; the error was in not including the librarian from the beginning of the process.

The library media center of the George J. Mitchell Elementary School has been staffed by certified school librarians since its beginning. With that certification comes the knowledge of programs, philosophies, standards, and expertise that make for a successful library media center. The children of Little Egg Harbor are taught the skills needed to access information. They are encouraged to be lifelong learners and love reading. The school and public library continue to work together to promote reading. The library media center of the George J. Mitchell Elementary School has become the heart of the school. It supports the curriculum, the teachers, and the students. An appropriate ending to this chapter would be to quote some words from the George J. Mitchell Elementary School school song: "where learning and laughter are the rules. . . that's "COOL"!

References

Adams, C. W. (1974). The school media program: A position statement. *School Media Quarterly, 2*, 127-143.

Allen, B. & Montell, W. L. (1981). *From memory to history: Using oral sources in local historical research*. Nashville, TN: The American Association for State and Local History.

American Association of School Librarians. (1998). *Information power: Building partnerships for learning*. Chicago: American Library Association.

American Association of School Librarians [&] Association for Educational Communications and Technology. (1988). *Information power: Guidelines for school library media programs*. Chicago: American Library Association.

American Association of School Libraries. (1960). *Standards for school library programs*. Chicago: American Library Association.

American Association of School Libraries. (1969). *Standards for school media programs*. Chicago: American Library Association.

Atkins, N. P. (1973). Leadership and support for school media programs. *School Media Quarterly, 2*, 15-19.

Babbie, E. R. (1990). *Survey research methods* (2nd ed.). Belmont, CA: Wadsworth.

Babineau, R. E. (1995, May). *Educational facilities master plan*. Sparta, New Jersey: University Associates na Inc.

Babineau, R. E. (1990, March). *Educational facilities master plan*. Princeton, New Jersey: University Associates na Inc.

Barzun, J. & Graff, H. F. (1985). *The modern researcher* (4th ed.). New York: Harcourt Brace Jovanovich.

Beckerman, E., ed. (1997). *A history of New Jersey libraries 1750-1996*. Lanham, Md: Scarecrow Press, Inc.

Blackman, L. (1963). *History of Little Egg Harbor*. Tuckerton, NJ: Great John Mathis Foundation.

Bouman, Blanche, Faridy, P. A. (1977, May). *Master plan for educational facilities school district of Little Egg Harbor Township*. Trenton, New Jersey.

Bramley, G. (1975). *World trends in library education*. Connecticut: Linnet Books.

Brewer, M. L. & Willis, S. O. (1970). *The elementary school library*. Shoe String Press, Inc.

Busha, C. H. & Harter, S.P. (1980). *Research methods in librarianship: Techniques and interpretation*. New York: Academic Press.

Case, R. N. (1964, May). Brave new school libraries. *Wilson Library Bulletin, 38*, 763-765.

Congress ups Nixon ed. budget $393 million; Appropriations total $563 million more than 1971. (1971, September 15). *Library Journal, 96*, 2813.

Education Act enters second year with larger funding probable. (1966, September 15). *Library Journal, 91*, 4230-4239.

Education Act of 1965 introduced and debated. (1965, March 15). *Library Journal, 12*, 122-126.

Education Act off the ground. (1966, February 15). *Library Journal, 91*, 1009.

ESEA extended to 1973; School library program retained. (1970, May 15). *Library Journal, 95*, 1883.

ESEA report notes growth of unified media concepts. (1971, January 15). *Library Journal, 96*, 230-231.

Farrand, D. A. (1982, November). *Master plan for educational facilities*. Little Egg Harbor, NJ.

Felt, T. E. (1976). *Researching, writing, and publishing local history*. Nashville, TN: American Association for State and Local History.

Fenwick, S. I. (1963). How to get a school library under way. *Reading Teacher, 17*, 152-158.

Gaver, M. V. (1963). What research says about the teaching of reading and the library. *Reading Teacher, 17*, 184-191.

Geller, E. (1964, November 15). Schools without libraries: our national disgrace. *Library Journal, 89*, 4576.

Hannigan, J. A. (1973). The promise of *Media programs: District and school. School Media Quarterly, 2*, 9-13.

Hegland, M. & Shaw, M. (1966, February 15). Sample Project, Title I, ESEA. *Library Journal, 19*, 1014-1016.

Heidbreder, M. A., Phillips, H., & Swanker, E. (1966, February 15). The gadfly of the Education Act. *Library Journal, 19*, 1020-1024.

Johnson endorses strong libraries in education message to Congress. (1965, February 15). *Library Journal, 90*, 946.

Johnston, M. (1966, February 15). The library title: Progress report. *Library Journal, 19*, 1017-1019.

Kelly, P. (1996, February). Booking good: Tuckerton library takes off with new look, new wing. *Tuckerton Leader, 2*, 1-3.

Knapp School Libraries Project. (1964, May). *Wilson Library Bulletin, 38*, 726.

Knowitch, B. (1971). *History of the Cape May County Library*. Unpublished Master's Thesis: Glassboro State College.

Larrick, N. (1963). The reading teacher and the school library. *Reading Teacher*, 149-151.

Lindauer, D. S., Curley, W. W., Heidbreder, M. A., & Swanker, E. (1966, February 15). Sample projects, Title III, ESEA. *Library Journal, 19*, 1025-1032.

Little Egg Harbor Township Board of Education Minutes, 1956 to 1974. Little Egg Harbor, New Jersey.

Little Egg Harbor Township Board of Education. (1979, December). *Educational specifications for a new K-6 elementary school*. Little Egg Harbor, NJ.

Little Egg Harbor Township Board of Education. (1984, December). *Educational specifications for an addition to the Little Egg Harbor Township Elementary School*. (Rev. ed.). Little Egg Harbor, NJ.

Little Egg Harbor Township Board of Education. (1986, January). *Educational specifications for a new 3-6 elementary school on Frog Pond Road.* Little Egg Harbor, NJ.

Little Egg Harbor Township Schools yearbook. (1965-1999). Coshocton, Ohio: School Publishing Co.

Marston, D. (1976). *A guide to writing history.* Cincinnati: Writer's Digest.

Martin, L.A.& Gaver, M.V. (1964) *Libraries for the people of New Jersey or Knowledge for all.* New Brunswick, NJ: New Jersey Library Association Library Development Committee.

McGinniss, D. A. (1963). Aids to help develop a good school library. *Reading Teacher*, 170-171.

Mitchell, M. G. (1963). What's going on in the school library? *Phi Delta Kappan, 45*, 44-7.

Moon, E. & Nyren, K., eds. (1970). *Library Issues: The Sixties.* New York: R. R. Bowker Company.

New Jersey State Data Center. (1990). *1960, 1970, 1980, and 1990 Census of Population and Housing.* Trenton: N.J. Department of Labor.

Oxenford, D. D. (1993). *The people of Ocean County: A history of Ocean County, New Jersey* (2nd ed.). Brick, NJ: NJ Historical Commission.

Pennypacker, A., Voss, A., Scott, M., McNally, M. J., & Kuhlthau, C. (1997). School library media centers. In E. Beckerman (Ed.), *A history of New Jersey libraries 1750-1996.* (pp. 153-167). Lanham, Md: Scarecrow Press, Inc.

Polette, N. (1975). *The modern school library.* (2nd ed.). Metuchen, NJ: Scarecrow Press, Inc.

Rice, H. F. (1963). How reading teachers and librarians work together. *Reading Teacher*, 164-169.

Richardson, J. V., Fisher, S., Hanson, B., & Lange, H. R. (1999). Guidelines for witing local library histories. [Online]. Available: http://www.spertus.edu/library-history/local.html. [2000, April 16].

School libraries get $1 million plus from Knapp Foundation. (1962, December). *Wilson Library Bulletin, 35.* 317.

Shera, J. H. (1952, July). On the value of library history. *Library Quarterly*, 22, 240-251.

Singin' those federal blues. (1966, February 15). *Library Journal*, 992.

Smith, J. M. (1968). *A chronology of librarianship*. Metuchen, NJ: Scarecrow Press, Inc.

Stevens, F. A. (1966, February 15). An even break for the poor. *Library Journal, 19*, 1010-1013.

Strauss, R. & Esmay, J. (1983, August). *School facility master plan*. Gladstone, NJ: Strauss, Esmay Associates, Inc.

Sullivan, P. (1967). *Impact: The school library and the instructional program*. Chicago: American Library Association.

Sullivan, P. (1963). The Knapp school libraries project. *Reading Teacher*, 172-177.

Sutherland, L.V. (1970). School library legislation at the federal level. *Library Trends, 19*, 192-199.

Thorn, L. G. (1997). *Ye olde Clamtown almanac*. Ocean, NJ: Park Avenue Printers.

Wagner, G. (1964). What schools are doing: Providing library services. *Education, 84*, 507-509.

Way, O. R. (1963). How elementary school teachers and librarians work together. *Reading Teacher*, 159-163.

Whitenack, C. I. (1964, September). School libraries. *Wilson Library Bulletin, 38*,75.

Appendix

Questionnaire for Board Member

1. How long were you a Little Egg Harbor board member?
2. How long did you live in Little Egg Harbor? Where else did you live?
3. What do you remember about the meetings and plans to build the addition to the elementary school?
4. What prompted the school board to include a library in the addition plans?
5. What influence did the principal have with the board?
6. What are your views of education and the role of the school library?
7. What can you tell me about the schools in Tuckerton and Little Egg Harbor?
8. What can you tell me about the Tuckerton Library?

Questionnaire for Giffordtown Alumna

1. How long have you lived in Tuckerton?
2. When did you attend the Giffordtown School?
3. What do you remember about the books you used in school?
4. What can you tell me about the schools in Tuckerton and Little Egg Harbor?
5. What can you tell me about the Tuckerton Library?

Questionnaire for School Librarians

1. What was your job description when you were first hired to be the school librarian?
2. What kind of educational background did you have? Were you a certified school librarian before taking over the library? If not, did you achieve certification on the field?
3. What was your personal philosophy regarding the role of a school library? What were your goals and ambitions when you became the school librarian?
4. What kind of programs did you have for the students? Was your schedule fixed or flexible? How long were the lesson times?
5. What kinds of guidelines or selection tools did you use to help select the library materials, both print and non-print?
6. Did you have any chance to plan your lessons with the teachers? Were the classroom teachers supportive of the school library? Did you integrate the library with the curriculum?
7. Did you ever meet with your administrators or principal to plan and evaluate the role that your library was playing in the school?
8. What was your library budget like? Was it sufficient for the needs of your students and teachers? What did you do to get more funds?
9. Were you a member of any professional organizations? Did they help you in any way?
10. Do you recall receiving help or assistance with any project for the library from the county librarians or the state librarian?

11. Do you feel that the library was the heart of the school?

12. What challenges did you face as librarian?

13. Did you have any support staff working with you?

14. What kind of relationship did you have with the public library? PTA? Other groups?

Questionnaire for Staff Member

1. How long have you been Little Egg Harbor staff member?
2. What do you remember about the school library?
3. What was your job in the library?
4. What are your views of education and the role of the school library?
5. Did your view of the library change when you became a teacher?

RELEASE FORM

I, _____, give my permission for my name and information received during an interview to be used by Susan Lescure in her Master's Thesis on the history of the George J. Mitchell Elementary School library. I agree that the information I have passed on is truthful, and to the best of my memory, accurate.

Date _____ Signed _____

END

U.S. Dept. of Education

Office of Educational
Research and Improvement (OERI)

ERIC

Date Filmed
February 14, 2001